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«ЮЖНЫЙ ФЕДЕРАЛЬНЫЙ УНИВЕРСИТЕТ»**

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**Методические указания  
по развитию интегративных навыков  
говорения, чтения, аудирования и письма  
для студентов бакалавриата I курса  
естественнонаучных специальностей университета  
“Learning to Learn”**

**Ростов-на-Дону**

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## Методическая записка

Настоящие методические указания предназначены для студентов 1 курса бакалавриата естественнонаучных специальностей университета и являются вводным модулем в курс английского языка для учебных целей. Их целью является взаимосвязанное обучение всем видам речевой деятельности: говорению, аудированию, чтению и письму.

Основная направленность данных методических указаний - осознание студентами и анализ собственной потребности в изучении английского языка, развитие навыков планирования учебной деятельности, выбор способов наилучшего решения учебных задач, а также развитие навыков самоконтроля и самокоррекции. В методических указаниях кратко описываются различные типы учащихся, выделяемые на основе используемых умственных стратегий. Студентам предлагается проанализировать собственные предпочтения, свои сильные и слабые стороны при обучении, и определить тип учащегося, к которому они относятся.

Основной акцент делается на развитие навыков работы с различными видами информации: быстрый поиск, переработка и ее передача на английском языке; расширение репертуара приемов работы с лексикой; освоение социокультурных норм устной и письменной речи и т.д.

В методических указаниях повторяется такой грамматический аспект, как употребление настоящих времен действительного залога. Лексические упражнения направлены на развитие оценочных суждений, способности выразить свое мнение.

Методические указания построены на аутентичных материалах, основным источником, которых являются проспекты ведущих университетов англоязычных стран, энциклопедии, Интернет, британские и американские научно-популярные издания. При подборе учебного материала учитывались такие его характеристики, как познавательность содержания и степень побуждения студентов к последующему высказыванию собственного мнения о прочитанном.

Методические указания состоят из 3 разделов, из которых третий направлен на закрепление и проверку пройденного в-первых двух разделах, и приложения, которое включает текстовую основу для прослушивания (scripts) и ключи к наиболее трудным заданиям. Разделы 1 и 2 содержат тексты для чтения с заданиями на развитие различных видов чтения и других навыков, в том числе текст объемом 2 тыс. знаков как основу для говорения и источник активного словаря. Кроме того, в каждом разделе дается текст на прослушивание – монолог (напр., запись лекции) или диалог. В третьем (итоговом) разделе даны задания на проверку, осмысление и закрепление пройденного, задания на самостоятельную работу, проекты, дополнительные задания повышенной сложности для индивидуальной работы.

В данные методические указания включены специальные рубрики:

**“Study help”** содержит полезные советы по использованию стратегий изучения иностранного языка, а также рациональные приемы работы над лексическим и грамматическим материалом и т.д.

**«In the realm of science»** включает дополнительный справочный материал, отражающий специфику естественнонаучных специальностей (общепринятые сокращения, математические символы, формулы, химические элементы и т.д.).

**“Progress Monitoring”** стимулирует рефлексивную самооценку процесса обучения английскому языку, т.е. Студентам предлагается самостоятельно отслеживать успешность своего продвижения в овладении языком, оценивать свои достижения.

**“Get real”** предполагает использование сформированных умений поиска информации в ситуациях максимально приближенных к реальной жизни.

**“Each one teach one”** предполагает рефлексивную оценку и умение передать эти имеющиеся знания другому учащемуся.

**“Self study”** предлагает дополнительный материал для самостоятельного изучения.

Студентам предлагается ведение языкового портфеля т.е. пакета «документов, в которых его обладатель в течение длительного времени фиксирует свои достижения и опыт в овладении языком, полученные квалификации, а также отдельные виды выполненных им работ». (Европейский языковой портфель, 1997). Использование этой технологии позволяет в обучении иностранному языку, с одной стороны, развивать способность к целеполаганию, умение анализировать и оценивать процесс собственного развития, с другой, является инструментом автономного изучения языка, средством накопления опыта через индивидуальную подборку достижений. Задания на ведение языкового портфеля отмечены значком ! и являются средством объективной самооценки для студента и объективной оценки для учителя.

Данные методические указания могут быть рекомендованы как для аудиторной, так и для самостоятельной работы студентов.

# Module 1

## learning to learn

“They know enough who know how to learn”  
Henry Brooks Adams

### Learning Objectives

*In this module you will learn how to:*

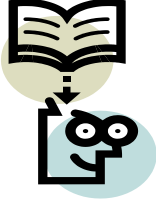
- organize information in a mind map
- use mind maps for vocabulary building
- learn how to give advice
- revisit Present Tenses
- talk about your ways of learning English and effective learning techniques
- keep your learner diary

Unit 1      **The Way We Learn**


**Lead-in**

1 Discuss the reasons people have to study English


*Why people study the English language:*




for studies




my parents want me to learn it




for social reasons



... because it was a part of a school programme



... to improve the knowledge of the world



for the future job

2 Think about the reason/s why **you** learn the English language and finish the sentence !:

*I learn English*

*to ...  
because ...  
for ...*

**Reading**

1 Read these interviews with three people who study English as a foreign language. Complete the following chart.

	Reason(s)	Main focus of study	Ways of learning
Antonio			
Natasha			
Christina			
You			

1 Interviewer: Why do you study English, Antonio?

Antonio: Well, it will be necessary in my future job as a personal assistant. So, I do a course in English at an adult institution here in Madrid. I've been studying for three months here.

Interviewer: Which skills do you focus on?

Antonio: I mainly need to practise speaking, writing and reading, of course. All in all I'm doing quite well, but I find the grammar difficult. I am not saying I hate it – I just don't like doing the exercises. Though I feel you can't really learn a language if you don't understand how it works. I mean, the way sentences are structured. The thing that annoys me most is that I'm always mixing verb forms.

2 Interviewer: Why do you study English, Natasha?

Natasha: I have studied English for 5 years. Honestly I had many reasons. First, my parents wanted me to learn it, then I got interested in movies and music, so I read a lot of magazines. Finally, I want to travel and meet people. I mainly focus on speaking now.

Interviewer: How do you learn it? Do you have any special methods?

Natasha: I do a lot of conversations – I talk in English with friends and even to myself in the shower. I learn a lot of new words. I believe fluent English is absolutely impossible with limited vocabulary, so I keep a vocabulary notebook. A good way to learn new words is to write them on pieces of paper and stick them on the walls in my flat. Each time I pass them by, I look at them and read. I also include one or two phrases with these words.

3 Interviewer: Why do you study English, Christina?

Christina: It was a part of my school programme, but I wasn't very much interested in it. So now I am taking extra classes to improve my skills, I would say. And, um, I really enjoy it.

Interviewer: How do you study English?

Christina: I watch a lot of video, education programmes and films. They give

me a real taste of the British people and their way of life. Of course I don't understand every word but I find it very useful to watch and guess. Besides, I can stop or rewind the tape to listen again to the part I haven't understood or even to read the script.

### **Discuss**

- How do you learn a foreign language?
- What aspects of the language (e.g.: grammar, vocabulary, ...) do you find most important?
- What way of learning do you enjoy?
- Which of them do you find easy/difficult?

### **Focus on Language**

Read the sentences. What grammar tenses are used?

I **watch** a lot of video, education programmes and films.

I **am not saying** I **hate** it.

I **have studied** English for 5 years at school.

I **have been studying** here for 3 months.

#### **Present Simple and Present Progressive**

#### **Present Perfect and Present Perfect Progressive**

- We use ... to speak about permanent situations and routines
- We use ... to describe activities that are happening at or around the time of speaking
- We use ... for the event that started in the past and has been recently completed
- We use ... to speak about activities that began in the past, continue to the present and are still in the process

#### **Note**

\*The verbs that describe states are not normally used in the Present Progressive tense, e.g.:

<i>to like</i>	<i>to remember</i>	<i>to own</i>	<i>to hear</i>	<i>to consist</i>
<i>to enjoy</i>	<i>to suppose</i>	<i>to have</i>	<i>to smell</i>	<i>to include</i>

e.g., I **hate** sitting in front of the class.

He **doesn't realize** the responsibility he has put on his shoulders.

\*\*The verbs *have*, *think*, *see* and some others can be used in the Present Progressive tense but with the different meaning, e.g.

I **think** I'd take Chemistry classes this semester. (opinion)

Kathy **is thinking** of getting another computer. (She is planning)

\*\*\*If a speaker wants to express anger, annoyance, complaint, etc. the Present Progressive with **always**, **forever** and **constantly** may be used

e.g., Tony's driving me crazy. He **is** always **trying** to show me that he's smarter than I.



**Practice**

1 List each time expression under the correct tense heading. Some expressions can be used more than once.

<i>Present Simple</i>	<i>Present Progressive</i>	<i>Present Perfect</i>	<i>Present Perfect Progressive</i>	
.....	.....	.....	.....	
.....	.....	.....	.....	
.....	.....	.....	.....	
for	every day	still	so far	now
since	ever	just	forever	always
never	all morning	nowadays	at present	today

2 Complete the sentences with the verbs in the present simple, present progressive, present perfect or present perfect progressive tenses.

- a) Libraries today are different from those in the 1800s. For example, the contents of libraries (change) ..... greatly through the years. They (be) ..... simply collections of books, today most libraries (become) ..... multimedia centres that (contain) ..... tapes, computers, discs, films, magazines, music and paintings. The role of the library in society (change, also) .....
- b) Mike is a student, but he (go, not) ..... school right now because it's summer. He (attend) ..... college from September to May every year, but in the summer he (have, usually) ..... a job at the post office. In fact, he (work) ..... there this summer.
- c) How many tests you (take) ..... since the beginning of the semester?
- d) A: I am worried about Bob. He doesn't go out to have fun or have a minute to chat.  
 B: Why?  
 A: He (study, always) ..... something. At the moment he (do) ..... an evening class in Spanish and (enroll, just) ..... on an Information Technology course.
- e) Ashley (tutor, often) ..... other students in her chemistry class. This afternoon she (help) ..... Matt with his chemistry assignment because he (understand, not) ..... the material they (work) ..... on in their class this week.
- f) I'm trying to study. I (try) ..... to study for the last hour, but something always seems to interrupt me. I think I'd better go to the library.

**Speaking**

1 Complete the questionnaire. Tick (V) five most useful techniques for learning English. Give your reasons.

Make use of the phrases in the box.

2 In pairs discuss your learning preferences. Are *you* different?

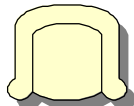
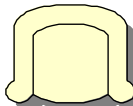
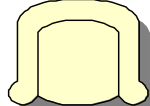
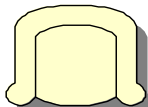
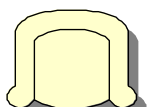
**Functional language: Giving explanations**

I mainly need to practice ...  
 The thing that annoys me most is ...  
 I like/prefer/enjoy studying ...  
 ... is a major part of my learning English because ...  
 I try hard to ...  
 The best way to learn a language for me is ...  
 When I ... I am trying to ...  
 As for ... I want ...  
 I feel I need ...

	useful
1 Listening to the tapes and repeating after them	
2 Talking to native speakers	V
3 Practising dialogues with partners	
4 Reading books and magazines in English	
5 Writing down and learning every new word	
6 Learning dialogues by heart	
7 Making up sentences to learn new words	
8 Doing translation exercises	
9 Writing letters	
10 Writing up words and phrases	
11 Watching movies in English	
12 Keeping a vocabulary notebook	
13 Having classes with a private tutor	
14 Translating songs in English	
15 Using a grammar book	

**Listening**

Different people learn languages in different ways. Listen to six people talking about the ways they learn English. Match the speakers with the types of language learners below.

	a systems person	a teacher depender	a reader
a child-like unconscious learner			
	a risk taker	a translator	
			

## Discuss !

- Which type of learner do you feel close to?
- What are your strengths in learning?
- What are your weaknesses? How do you cope with them?
- What do you think the qualities of a good language learner are? In pairs choose 5-10 most important qualities from the list below and explain why:

### Study help

There are no “ideal learners”. The important thing is to understand what kind of learner you are, develop your strengths and overcome your weaknesses. Knowing your learning style will help you develop coping strategies to compensate for your weaknesses and capitalize on your strengths.

enthusiastic	independent	responsible	intelligent
cautious	attentive	persistent	risk taking
hard working	systematic	self monitoring	confident
talkative	accurate	sociable	flexible

- Do these qualities help a person in other studies?

## Reading

- 1 Before you read the article “**Keep learning? Keep earning!**” give the meaning of the following phrases. Give their Russian equivalents:

*lifelong learning*

*decision-making skills*

*problem-solving skills*

*self-confidence*

*lifelike paintings*

*a left-brained person*

*Example:* Lifelong learning - learning that lasts for the whole life

- непрерывное образование

- 2 Read the article and answer the following questions:

- a) What are the key skills in the world of work?
- b) What is the main purpose of lifelong learning?
- c) What advice does the author give to students?
- d) What are the main learning styles mentioned in the article?
- e) Are the people able to use the full potential of their brain?
- f) Why is it necessary to be selective while learning?

## Keep learning? Keep earning!

College is just the beginning of a lifelong learning journey. With the rapid advancement of technology, changes in economy and society, you must adapt a learning mindset if you want to succeed. The key to lifelong earning is lifelong learning.

As you embark on this path\*, strive always to be a student. Be open to new ideas

and information, and be able to adapt. These are essential skills for the new world of work. Some benefits of becoming a lifelong learner are:

- \* Increased self-confidence when approaching new tasks or ideas
- \* Better decision-making and problem-solving skills
- \* The ability to adapt and change with the times
- \* Greater personal satisfaction
- \* Higher pay and more employment opportunities

To become a student for life, start by finding out how you learn best. There are three main ways of learning people tend to follow: hearing (auditory learning), seeing (visual learning) and doing (kinesthetic learning). If you are not sure which type you prefer, ask yourself how you like to be given directions. If you are an auditory learner, you prefer to be told how to get somewhere. If you are a visual learner, you prefer to be shown. If you are a kinesthetic learner, you prefer to drive yourself there first. Another important aspect of learning is whether you are left- or right-brain dominant. “Left-brained” people are good with logic, analysis, math, language, writing and reading. “Right-brained” people are good with imagination, colors, graphics, music and rhythm. Of course, we do have the capability to think both ways. When we are able to tap into both sides\*\* of our brains, we use our full brain potential.

Many famous people used their “whole” brain. For example, Leonardo da Vinci was an artist and innovator. He sketched helicopters hundreds of years ago because he was fascinated by mechanics. He also used his knowledge of how the human body stands and moves to create extraordinary lifelike paintings.

Strive to use your whole brain when studying, working and interacting with others. Also, be selective with what you feed your brain. As the adage says, “garbage in, garbage out.” The same holds true for the programs your brain uses. Only put in positive, healthy and educational programs. Your thoughts, along with the ability to add, change and discard them, are what define your mind.

An ancient Chinese proverb says it best: “To gain knowledge, add things everyday. To gain wisdom, remove things everyday.” Just like a computer needs to delete files and information that are no longer useful, you have to discard old programs and information that no longer serve you. Knowing what is important and what is necessary to do will ensure that you have plenty of space left for learning the next new thing.

(Abridged and adapted from Keep learning? Keep earning! By Michelle L. Casto

<http://www.nextstepmagazine.com/nsmpages/articledetails.aspx?articleid=183>)

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\*embark on one’s path

- вступать на путь

\*\*tap into both sides

- *здесь*. использовать оба полушария мозга

### ***Comprehension check***

1 Find the following words and phrases in the article and try to work out what they mean. You can use a dictionary to help you if necessary.

a learning mindset  
to use “whole” brain  
to discard thoughts  
to feed one’s brain

to think both ways  
to define one’s mind  
to hold true for smth/smb  
to embark on one’s path

full brain potential  
to gain knowledge  
to sketch smth  
benefits

2 Look back in the text and find words that have a similar meaning to:

- fast (paragraph 1)
- to be successful (paragraph 1)
- very important (paragraph 2)
- starting dealing with (paragraph 2)
- ability (paragraph 3)
- communicating (paragraph 5)
- proverb (paragraph 5)
- to get (paragraph 6)
- remove (paragraph 6)
- a lot of (paragraph 6)

3 Comment on the saying “garbage in, garbage out”? Does it always hold true?

4 Are you left- or right-brained person?

5 What way of learning do you prefer?

### Get real !

Carry out some self exploratory work. Choose one of the sites to read about learning styles. Take the test on Learning Styles and find out your style and learning preferences. Report back to the class.

#### Useful sites to search

<http://www.ldpride.net/learningstyles.MI.htm>

### Speaking

Divide into groups according to your learning styles. Work out the strategies that will help you to achieve good results in English language learning. Discuss your strategies in class. *Examples:*

Group 1

*Visual learners:* When trying to remember things, close your eyes to get a “picture” or image of the information to help recall or use flash cards with limited information so that you can “picture” details and concepts.

Group 2

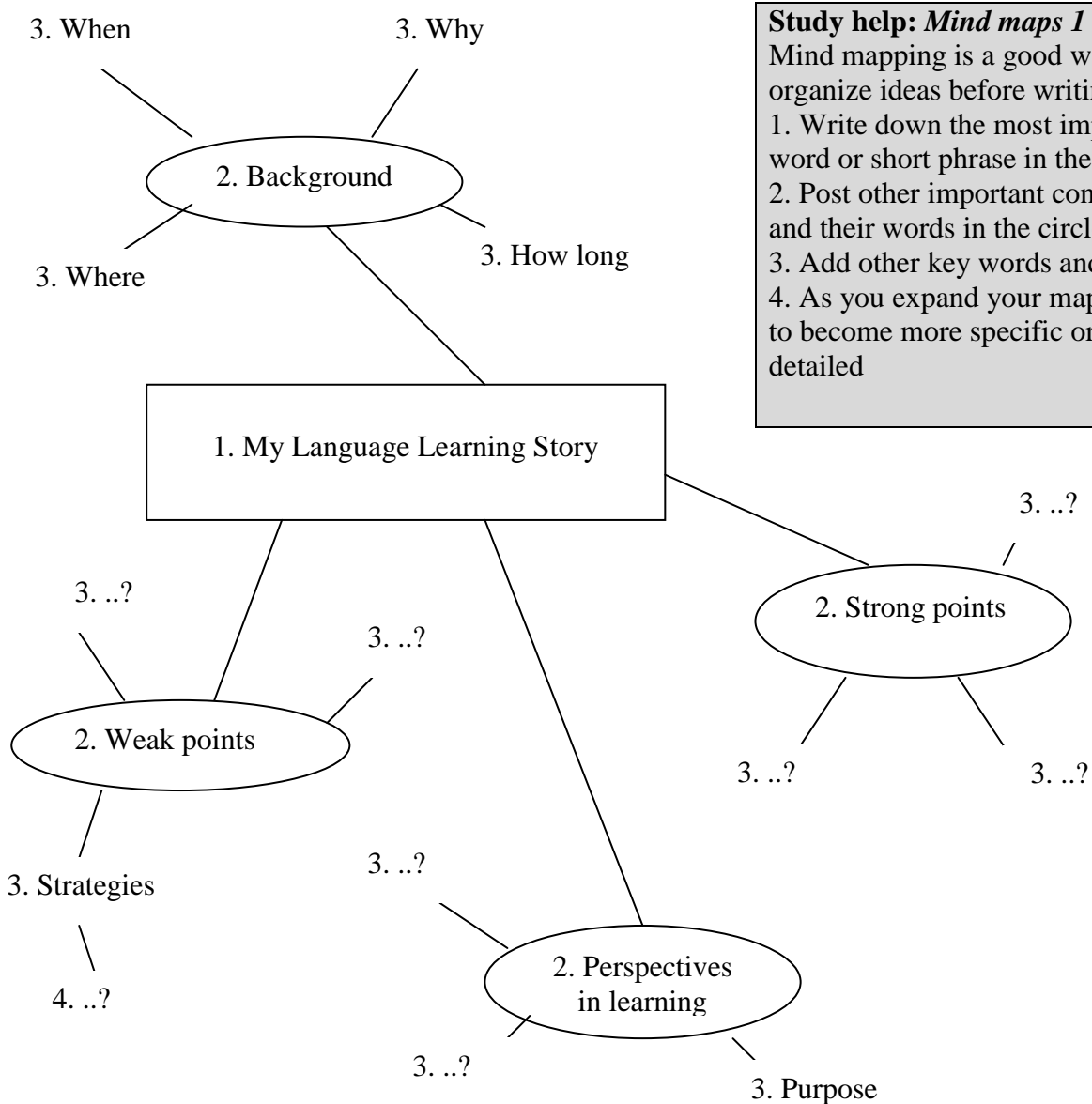
*Tactile learners:* Be directly engaged; move and act things out

### Group 3

*Auditory learners:* When studying by yourself, talk out and read your notes and textbook out loud. Get yourself in a room where you won't be bothering anyone.

### Writing !

Copy this mind map and complete it for yourself. Use this information to write the story of your English language learning.



**Study help: Mind maps 1**  
Mind mapping is a good way to organize ideas before writing.  
1. Write down the most important word or short phrase in the centre.  
2. Post other important concepts and their words in the circles.  
3. Add other key words and ideas.  
4. As you expand your map, tend to become more specific or detailed

## In the Realm of Science

1 Read aloud the following numbers

13 30 307 69 145 90 850 615 1,520 5,000  
100,000 5,000,000

When do we say *and*?

2 Practise the following phone numbers

095 837 95 21 0172 375 4431 8 918 506 4348 8 902 771 1129

3 Practise the following dates

1995 nineteen ninety-five  
(divide the number into two parts)  
2007 two thousand and seven  
(twenty hundred and seven)  
April 1<sup>st</sup> April the first/The first of April  
(use ordinal numbers)  
20:00 eight o'clock/eight p.m.  
(don't use the 24-hour clock)

### Focus on culture

*Spot the difference*  
15<sup>th</sup> December 2006  
(Britain)

December 15, 2006  
(the USA)

How do you say these dates?

December 12, 1987 26<sup>th</sup> August 2001 9<sup>th</sup> February 1900  
31<sup>st</sup> September 2000 June 14, 1846 March 3, 1966

How do you say the time?

14:45 8:15 23:10 12:30 18:55 21:00

### Unit 1. Progress Monitoring

In this unit you have worked on the following vocabulary related to the topic "Ways of learning"

classroom discussion

to take/to make notes on

to take exam in

a tutor/to tutor

to keep a notebook

learning preference\style

to organize ideas

to develop one's strengths

to cope with problems

to gain knowledge

to do a course in

to improve knowledge/skills

to help with/to do an assignment

to focus on

risk-taking

self exploratory work

to take classes in (*subject*)/on (*time*)

to overcome one's weaknesses

to achieve results

lifelong learning

Tick (V) the points you are confident about and cross (X) the ones you need to revise.

## Unit 2      **Study Smart, Not Hard**

### **Lead-in**

- Are you satisfied with the results you achieved at school?
- Have you worked out any learning strategies?
- Do you think studying at a university is different from that at school? Why? /Why not?
- What makes an effective learning? Work in groups of 3-4 and come up with your ideas (e.g., motivation, ..., ....).

### **Reading**

- 1 How many English words that can translate the Russian word “ЦЕЛЬ” do you remember? Give as many equivalents as you can.
- 2 Read the text, find the other equivalents for the word “цель” and write them down.
- 3 Think of a proper title for the text. Explain your choice.

\*   \*   \*

“Goals equal success”, says Paul Shearstone in his article on goal setting. Studies have shown, he argues, that “only three percent of the population are engaged in some form of goal setting and only one percent, on average, write them down. ... No wonder that one percent that write goals down are the richest people around the world.”

Goal setting is a powerful technique that can improve all areas of your life. By deciding on your goals and targets you will know what you want to achieve, what to concentrate on. In your studies it will help you to focus your efforts in search for professional skills and knowledge, and to organize your resources.

It's good to have big goals – a vision of what you want to achieve – and smaller and measurable objectives with exact time frames. By measuring their achievement, you will be able to see what you have done and what you are capable of. It will help you to move step-by-step towards your goal (to work towards your aim), at the same time improving your self-confidence. But this is only possible if you follow a few simple rules in your planning process:

Express your goals positively. The more positive instructions you give yourself, the more positive results you will get.

- ✚ Avoid setting general/intricate/unclear goals, putting in dates, times and amounts. Break big goals down into a number of small tasks.
- ✚ Do not set goals too low or too high. It is important that you can achieve your goal without losing motivation.



✚ When you have several goals, set priorities.

✚ And most important of all: WRITE YOUR GOALS DOWN.

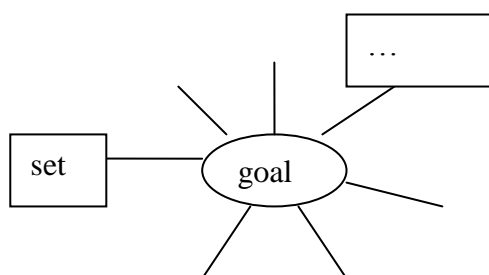
“The difference between a goal and a dream is the written word.” – Gene Donohue  
(Adapted from: list of Internet sites used)

### Discuss

- Does Paul Shearstone’s statistics sound surprising? Is it convincing?
- Are the rules described in the text easy to follow? Why/why not?
- According to Gene Donohue what is a principal difference between a goal and a dream?
- Rewrite the statement about learning English you have made in Unit 1 Lead-in task using the recommendations given in the text. !

### Focus on language

- 1 Look through the text and write down possible combinations of the word “goal” with 8 verbs. Complete the word web below.



#### Study help: Mind maps 2

Mind maps may be a good solution if you have a problem remembering new items of vocabulary and word collocations. And are usually called word webs.

- 2 Draw a word web for the verb *to improve*. Use dictionary if necessary.
- 3 Divide into 5 groups. Each group completes word webs for the verbs *achieve*, *set*, *organize*, *get* and *lose* using its own colour marker. Mind maps are rotated every 1 minute, and then the results are checked in class. The group that works out the majority of combinations is the winner.

### Listening

- 1 What is the main challenge of a student life?
- 2 Comment on the following saying by William Hazlitt "The more we do, the more we can do; the more busy we are, the more leisure we have.". Give Russian equivalent to this saying.
- 3 Listen to Ann Cameron talking about time management and write down basic time management principles mentioned. Use the guide below:



- Identify ...
- Use ...
- Study ...
- Make sure ...
- Make room for ...
- Have ...
- Try ...

**Discuss**

- Do you have enough time during a day to do all the tasks?
- What are your most productive time periods during a day?
- What are your top five time wasters?
- What are the strengths and weaknesses in your time management practices?
- Have you ever made daily, weekly or semester schedules?
- Have you ever checked where your time goes?

**Get real !**

Carry out some self exploratory work. Take the time management test to see where your time goes and report results in class. Do the tasks on your own daily, weekly and semester schedules. Choose the one you find the most significant and present it in class.

**Useful sites to search**  
<http://www.studygs.net/timman.htm>  
<http://www.ucc.vt.edu/stdysk/stdyhlp.html>

**Speaking**

In groups of 3-4 think of any other tips how to arrange your day to get maximum output. Compare with the other groups. Which of these do you follow?

- e.g.: write down daily tasks  
 .....  
 .....

**Focus on language**

1 Complete these time management techniques with the verbs from the box. Some verbs can be used more than once.

break   generate   schedule   remain   cross   write down   use   realize  
 inform   have   review   begin   be   don't hesitate   prepare   try

- a) ... your tasks into steps with specific deadlines for completion of each step.
- b) ... manageable due dates for the achievement of these steps and ... specific times to complete the steps to meet these due dates.
- c) ... due dates to monitor progress towards the completion of steps in your plan.
- d) ... daily tasks and ... them off as they are accomplished.
- e) ... calendar books to record appointments and intended dates for completion of tasks.
- f) ... daily objectives to move them toward the completion of multiple tasks.
- g) Continually ... long-term goals so the sight of long range objectives is not lost.
- h) ... projects early to give yourself time and freedom to brainstorm about the best ways to accomplish your goals. Begin early on assignments to create the opportunities to gather information, think over the matter, and collaborate with others for assistance and information.
- i) ... honest about how plans are going. ... to modify plans when you see ways to get better results.
- j) ... people involved as much in advance as possible about any role these people may have in any activity. This allows time for others to plan ahead as well.
- k) ... flexible and ... for the unexpected. Successful people have plans B & C.
- l) ... to anticipate obstacles. ... ready to shift to other plans in cases of the unexpected.
- m) ... that a polite "No" is sometimes a proper response. An effective time manager has the ability to say, "I will get back to you on that. I want to think about it overnight" or "No, I cannot do that now" if the request is disruptive to task completion and progress toward goals.

2 Which of the techniques do you find most useful?

3 Study these examples of advice from the Reading task.

To give advice we can use

- imperative:

*Express your goals positively.*

*Do not set goals too low or too high.*

*Avoid setting* general, intricate or unclear goals.

- modals *should* or *ought to*:

You *should* be honest about how plans are going.

(=You *ought to* be ...)

- *had better* - advice close to warning:

If you want other people really help you, you *'d better* inform them in advance.

- Second Conditionals

If I *were* you, I *would set* priorities first.

What other ways to give advice do you know? Give your own examples.

*Example:* It's a good idea to set priorities when you have several goals.

### Practice

Rewrite each of the time management techniques you have read in exercise 1. Make use of the phrases from the box. Add a reason to the advice where you think it appropriate.

**Functional language: Giving advice**

Avoid ...  
You/one should ...  
Don't ...  
If ... , you'd better ...  
I recommend/advice ...  
It's a good idea/technique/...  
If I were you, I would ...

- 1 Read former students advice on how to study effectively. Which recommendations do you agree with? Discuss them in pairs.

### What are effective study habits?

Photos by Svetlana Reznikova

No two people study the same way, and there is little doubt that what works for one person may not work for another. However, there are some general techniques that seem to produce good results. Our reporter, Svetlana Reznikova, interviewed some former students about their effective study habits.

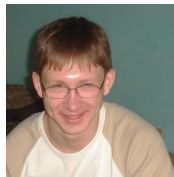
Elena Hora`akova, Czech Republic

"I wish I had known how easy it is to approach a teacher if you need help. I wasted a lot of time! Professors usually are willing to help out students who need some extra help—provided they believe you are making a genuine effort to learn."



Roger Blackstone, USA

"Don't be shy in class. Be an aggressive learner; it is your education and your money. If you are in doubt about any directions, material or due dates, ask your professor. Most likely, you are not the only student in class who doesn't get it."



Natasha Surkova, Russia

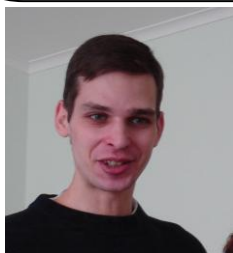
"I strongly advice you to plan for a technology failure, I mean never wait until the night before your paper is due to print it. You might be out of toner, or the printer might jam. Always back up your work on another disk or CD. Print your paper the day before, and back up all your work to a removable drive."



Corine Testini, Italy

“College is a matter of responsibility. You are responsible for yourself and yourself alone!

Don't expect that someone, such as your professor, will ask about assignments you haven't turned in. Don't waste your time or money skipping classes. Read your syllabi. Know what's expected of you. Talk to your adviser, but don't assume that he or she will ensure you take the right classes to fulfill your requirements.”



Matt Scout, UK

“Avoid studying just after your meals. Never study within 30 minutes of going to sleep. If possible, study no more than 30-40 minutes at a stretch. Many students retain more by studying for short periods with breaks in between. Of course it all depends on what you're trying to study, but generally, after a period of study, take a break. I also recommend to take study breaks away from your desk or where ever you are studying.”

Kristine Kershsten, Sweden

“I've found it very useful to study every day and attend every class even if I wasn't well prepared 'cause class time is the best opportunity to practise, clarify and sort out the material you're working at. Even if attendance is not compulsory, your professor will notice who is in class. Students who don't show up for class are less likely to get extra help from the professor. Remember, professors are interested in the subjects they teach and notice those students that also show interest.”



## Speaking

- 1 Which of the recommendations do **you** follow? Why?
- 2 In groups of 3-4 share in class your ideas on effective strategies in foreign language learning. Take notes of the answers, e.g.:  
*Helen – when called on in class, say something, even if it's wrong: you'll learn from it.*

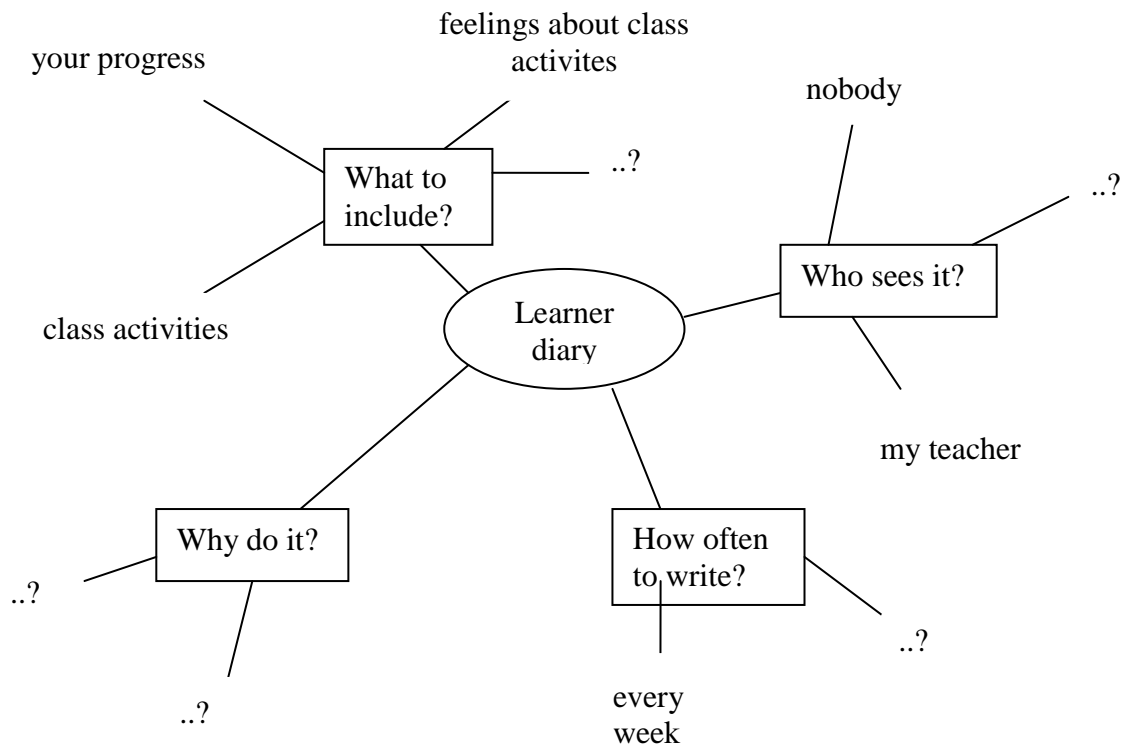
## Discuss

- What kind of records do students usually keep?

- Have you ever kept a diary?
- Do you think this can help in studies? In what way?
- Look at the mind map and discuss possible contents for learner diary.

### Study help

It is useful to keep a record of what you study. This might be a record for your work and a record for your feelings about the course. The latter will allow you to see whether you are progressing, what your difficulties are, as well as formulate your objectives and analyze your distractions.



- How would you like to organize *your* learner diary?

### Writing !

Think about what *you* have done in the last week in your English classes and write an entry for your learner diary.

### In the Realm of Science

Words of the Latin origin are widely used in many languages. English and Russian are not the exceptions, e.g.: консенсус, кворум, P.S., quantum, etc.

- 1 Think of the other Latin words used in the Russian and English languages.

- 2 Pay attention to the correspondence between widely used Latin abbreviations and their Russian equivalents:

Abbreviation	Latin	Russian equivalent
A.C.	Ante Christum	до нашей эры
A.D.	anno Domini	нашей эры
vs	versus	против
et al.	et alii	и другие
P.S.	post scriptum	постскриптум
etc.	et cetera	и так далее
i.e.	id est	то есть
p.m.	post meridiem	пополудни
NB	nota bene	обрати особое внимание
e.g.	exempli gratia	например
v.v	vice versa	наоборот
a.m.	ante meridiem	до полудня

- 3 Match Latin and English equivalents.

i.e.	for example
e.g.	B.C. (before Christ)
etc.	that is
at al.	and so on
A.C.	and the others

- 4 Read the most famous Latin sayings. Which one do you like most of all. Comment on it.

The image shows a matching exercise with Latin sayings in speech bubbles and their Russian translations in other speech bubbles. The connections are as follows:

- Veni, vidi, vici** (top left) connects to **Пришел, увидел, победил** (middle left).
- Через тернии к звездам** (top middle) connects to **Обучая, учимся** (bottom right).
- Per Aspera Ad Astra** (top right) connects to **Я мыслю, значит я существую** (middle left).
- Discendo discimus** (middle right) connects to **Через тернии к звездам** (top middle).
- Cogito, ergo sum** (bottom middle) connects to **Я мыслю, значит я существую** (middle left).

## Unit 2. Progress Monitoring

In this unit you have worked on the following vocabulary related to the topic “Ways of learning”

to set/achieve/write down/ goals

to manage time

to be responsible for oneself

to attend/miss/skip/show up for classes

to take study breaks

to ask for/give advice

long-term goals

to set priorities

study habits

to waste time

to keep a diary

to keep records for

to gain success in

to monitor progress

Tick (✓) the points you are confident about and cross (✗) the ones you need to revise.

## Unit 3 Review

1 Complete the paragraph with the appropriate present tense:

Discovering your learning style ... (be) an excellent way to learn about yourself and the way you ... (absorb) information best. I ... (be) glad I ... (complete) the Learning Style test because I ... (plan) to use this knowledge of myself in the future." - Miranda Tweety.

2 Spot the odd one out:

a) e.g. et cetera vs. that is

b) grammar vocabulary language pronunciation

c) learning self exploratory work teaching studies

3 Explain the similarity and difference between these pairs:

mind - intelligence

knowledge - skills

4 Read Kathy Brown's letter describing the problem she faces with her studies and in class give her some helpful advice.

*"In high school I was able to get all or most of my work done without much of a problem. But here in college, there's so much material to read and absorb, and papers and exams take longer to finish and study for that sometimes I feel like I can hardly keep my head above this pool of work." – Kathy Brown*

5 Write 10 tips for achieving good or better results in your language learning.

6 Comment on the following sayings

a) "Make time your friend not your enemy."

b) "Habits can be the best of friends or the worst of enemies."

c) "In examining the potential of individuals, we must focus on their strengths



and not just their mistakes. We cannot be limited by what they may have spilled in the kitchen.” William Pollard

d) “The things taught in schools and colleges are not an education, but the means to an education.” Ralph Waldo Emerson

7 Give some advice to school-leavers on how to become a successful student.

8 Complete the sentences with the appropriate Latin abbreviation.

- a) We talked about learning styles, preferences, various learning strategies, ... .
- b) There are different types of language learners, ...: a teacher depender, a risk taker, a child-like conscious learner, a translator, a reader and a systems learner.
- c) You can start with multiple intelligence test and proceed to a learning style test or ... .
- d) If you want to succeed in your studies you should follow the key principles ... goal setting, time management and effective study habits.
- e) ...! The course starting date is September 5.
- f) Research by Charles Babbage ...in the 18<sup>th</sup> century laid the cornerstone to the development of modern computers.

9 To increase your responsibility for the process of language learning complete and sign the “Teacher-Student Contract” !

Teacher-Student Contract	
A student _____ (name) on one part and an English teacher _____ (name) on the other part agreed to sign the following contract to show that we both understand and agree to the rules of the course.	
<p>The learner</p> <p>I will:</p> <p>1. show other students in class the respect they deserve at all times.</p> <p>2. take personal responsibility for my own learning experience:</p> <p>2.1. _____ (attendance)</p> <hr/> <p>2.2. _____ (classroom participation)</p>	<p>The teacher</p> <p>I will:</p> <p>1. show respect for my students.</p> <p>2. be well prepared to teach class</p> <p>3. try to make my lessons informative, stimulating, challenging &amp; fun</p> <p>4. motivate my students in learning</p> <p>5. provide students with authentic materials, handouts, etc.</p> <p>6. make my students talk in English</p>

<p>2.3. _____ (home assignments)</p> <p>2.4 _____ (efficient revision)</p> <hr/> <p>2.5. _____ (keeping portfolio/learner diary)</p> <p>2.6 _____ (learning styles)</p> <hr/> <p>2.7 _____ (learning strategies)</p> <p>2.8. _____ (other)</p> <hr/>	<p>7. use all variety of modern language teaching methods.</p> <p>8. evaluate students' progress and let them know the results personally</p> <p>9. be patient, understanding, encouraging, sympathetic and kind</p> <p>10. begin and end the class on time</p> <p>11. turn off my cell-phone or set it to vibrator ring type during class time so as not to distract my students or myself.</p> <p>12. _____ (other)</p> <hr/>
<p>3. turn off my cell-phone or set it to vibrator ring type during class time so as not to distract my classmates or myself.</p> <p>4. have my textbook, other materials with me and will not pack up them before class is over.</p> <p>5. keep a note-book and make notes in it during the class.</p> <p>6. Computer problems, including difficulties with my printer or lost or unsaved documents, chronic absences and failure to participate in classroom studies will lower my mark.</p>	

This contract is binding to both parties for the period from \_\_\_\_\_ to \_\_\_\_\_  
This contract will be REVIEWED on the following date : \_\_\_\_\_

Date signed: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Teacher Signature: \_\_\_\_\_

### Each one teach one

Ask other students to tell you how they learn new vocabulary/new grammar material. (or Work in groups of 2-3. Interview your fellow students how they learn **a)** new vocabulary, **b)** new grammar, **c)** speaking, **d)** writing, **e)** listening, **f)** reading. Organize their ideas into a mind map. Report on the most popular techniques in class).

### Self study

Do some self exploratory work to learn more about yourself !

#### WAY TO SUCCESS

Studying at university makes very different demands on you compared with school. In higher education the focus is on you: you're given much more responsibility for your studies, you will be expected to study on your own much more than you may have been used to as well as the scope of study is much wider than you have been used to. To help you achieve better results in your studies do some self exploratory work. Your task is to come to understanding of your learning strong and weak points and of your own way of learning.

- + Search the site <http://www.ldpride.net/learningstyles.MI.htm>
- + Take the test on multiple intelligence  
<http://www.ldrc.ca/projects/miinventory/miinventory.php>
- + Report in a written form the results of the tests

#### QUESTIONS TO GUIDE YOU:

- What is multiple intelligence?
- What types of multiple intelligence are defined?
- What personality type/types do you belong to?
- Did you learn new things about yourself?
- Why is it important to be aware of your personality type?
- How will this affect you and your studies?
- Which of the practical suggestions do you find the most useful/possible to follow?

Scripts for listening  
Module 1 Unit 1

*The first speaker*

As languages have grammar rules, I need to learn grammatical terms to understand the system of a language. I like studying grammar, working with vocabulary. I think learning goes better if you are systematic about how you go about it. So grammar and vocabulary exercises are a major part of my learning English.

*The second speaker*

Well, languages have grammar rules, but native speakers don't know them, so you don't need to bother about them very much. I try hard to communicate no matter how many mistakes I may be making. Of course, the teacher can help, but learning is your problem. The best way to learn a language is to pretend to be a native speaker, and then act out a situation. I personally enjoy real-world activities like ordering food in a real restaurant and so on.

*The third speaker*

The best way to learn a language for me is learning in the country where it is spoken, because I easily absorb it, pick up new words and phrases. If I make a mistake and someone corrects it, I just memorize without really *trying to analyze it*. I also enjoy listening to the radio or watching TV. The more - the better. When I hear a new word, I am trying to remember it like children do.

*The fourth speaker*

When I learn a language I feel I need the support of a person who I am sure knows the subject better than I. Before I say something I feel I need the approval whether I am using the language correctly or not. It could be just a nod. As for mistakes I want them corrected at once.

*The fifth speaker*

When I hear a new word I prefer looking it up in the dictionary and writing it down. I need to translate everything into my own language to fully understand what it means or how it works.

*The sixth speaker*

Before I really grasp any material (words, grammar rules, a story) I need to read.

Module 1 Unit 2

[http://www.d.umn.edu/kmc/student/loon/acad/strat/time\\_manage.html](http://www.d.umn.edu/kmc/student/loon/acad/strat/time_manage.html)

Tick, tick, tick ... It's time moving on. College students often report that their inability to manage their time is the biggest problem they face in college. Time management is a skill few people master, but it is one that most people need.

You have so many competing demands on your time: friends, movies, studying lectures, home, relationships and on and on. How can you come to grips with all of it? Most time

management experts say that one of the first things people need to do to manage their time is to determine how they spend their time now.

*Did you catch that?* Time really can't be managed. You can't slow it down or speed it up or manufacture it. It just IS. Time management is **MANAGING YOURSELF** when following some basic time management principles.

#### TIME MANAGEMENT PRINCIPLES

Everyone has high and low periods of attention and concentration. Are you a "morning person" or a "night person". Use your power times to study; use the down times for routines such as laundry and household tasks.

Then, when you are fresh, you can process information more quickly and save time as a result.

Another important thing is studying in shorter time blocks with short breaks between. This keeps you from getting tired and "wasting time." This type of studying is efficient because while you are taking a break, the brain is still processing the information. You will also need to reduce distractions which can "waste time." If there are times in the residence halls or your apartment when you know there will be noise and commotion, use that time for mindless tasks.

Don't forget college is more than studying. You need to have a social life, yet, you need to have a balance in your life.

Sleep is often an activity (or lack of activity) that students use as their time management "bank." When they need a few extra hours for studying or socializing, they withdraw a few hours of sleep. Doing this makes the time they spend studying less effective because they will need a couple hours of clock time to get an hour of productive time. This is not a good way to manage yourself in relation to time.

And one more helpful thing - if you are spending time at the laundromat, bring your psychology notes to study. If you are waiting in line for tickets to the REM concert, bring your biology flashcards to memorize.

These are some ideas to get you started. Most students think that success in studying is to do with how brilliantly clever and original they are; you'll be surprised to discover that one of the central challenges of adult life is time management. Get a headstart and learn how to manage yourself in respect to ... time NOW.

Keys  
Module 1 Unit 1

**Listening**

The first speaker (a systems learner)

The second speaker (a risk taker)

The third speaker (a child-like unconscious learner)

The fourth speaker (a teacher dependor)

The fifth speaker (a translator)

The sixth speaker (a reader)

Module 1 Unit 2

**Listening**

Identify *your high and low periods of attention and concentration*

Use *the power times/high periods to study and the down times/low periods to do various routines.*

Study *in short time blocks with short breaks.*

Make sure *nobody/nothing will distract you.*

Make room for *social life, friends, students' activities, sports.*

Have *enough time to sleep.*

Try *to use time spent in lines to refresh some material.*

**Focus on language**

- a) break
- b) generate, schedule
- c) use
- d) write down, cross
- e) use
- f) have
- g) review
- h) begin
- i) be, don't hesitate
- j) inform
- k) remain, prepare
- l) try, be
- m) realize

**In the Realm of Science**

- 1 i.e. – that is
- e.g. – for example
- etc. – and so on
- at al. – and the others
- A.C. – B.C. (before Christ)

## Module 1 Unit 3

- 2 is  
absorb/are absorbing  
am  
have completed  
am planning/have been planning
- 3 a) that is  
b) language  
c) teaching
- 4 a) etc.  
b) e.g.  
c) vs.  
d) i.e.  
e) NB